



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10971301
SAU: Madawaska School Department
School: Madawaska Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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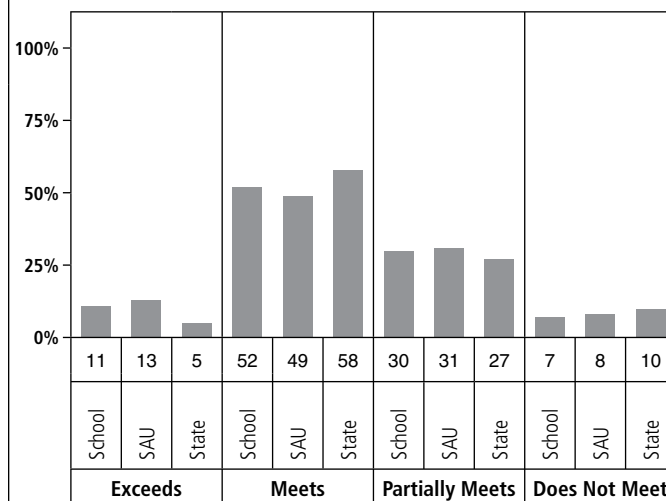
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Madawaska School Department
School: Madawaska Elementary School

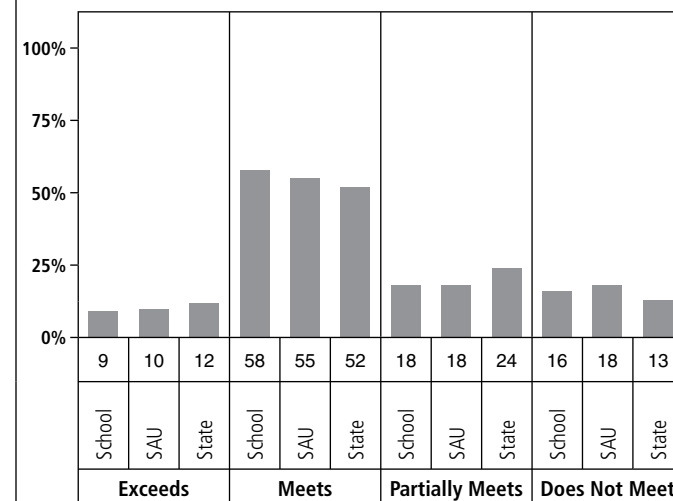
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	542	544
2006–2007	545	546	544
2007–2008	547	547	545
Cum. Avg. *	545	545	544
Mathematics			
2005–2006	540	540	543
2006–2007	547	548	546
2007–2008	545	544	546
Cum. Avg. *	544	544	545
ELA – Writing			
2005–2006			
2006–2007	546	546	541
2007–2008	541	541	538
Cum. Avg. *			

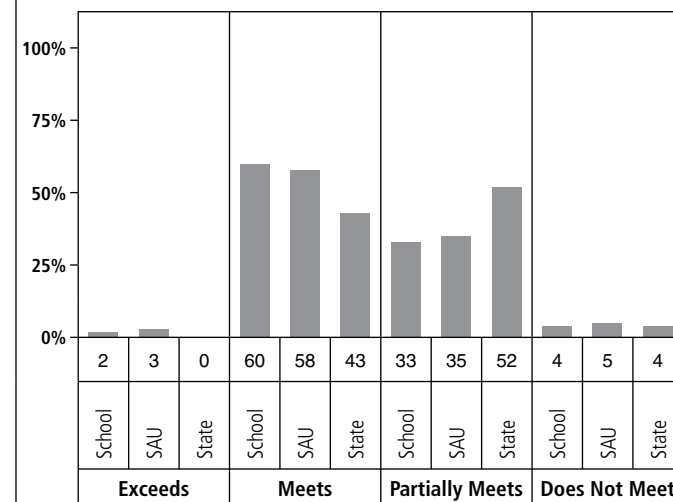
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Madawaska School Department
 School: Madawaska Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	46	100	41	100	14240	100	44	96	39	95	14157	100	45	98	40	98	14156	100							45	98	40	98	14107	99
Ethnicity African American/Black	2	4	2	5	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	1	2	1	2	178	1	1	100	1	100	170	97	1	100	1	100	174	99							1	100	1	100	171	97
Caucasian/White	43	93	38	93	13339	94	41	95	36	95	13274	100	42	98	37	97	13267	100							42	98	37	97	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	10	22	10	24	2555	18	10	100	10	100	2528	99	10	100	10	100	2526	99							10	100	10	100	2507	99
Current LEP	6	13	6	15	337	2	5	83	5	83	328	97	6	100	6	100	334	99							6	100	6	100	323	96
Economically disadvantaged	15	33	12	29	5574	39	15	100	12	100	5528	99	15	100	12	100	5531	99							15	100	12	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	35	76	30	73	11042	78	35	76	30	73	11006	77							35	76	30	73	11127	78
Identified disability (PET/IEP)	1	3	1	3	396	4	1	3	1	3	404	4							1	3	1	3	447	4
LEP	1	3	1	3	144	1	1	3	1	3	141	1							1	3	1	3	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	9	20	9	22	2974	21	10	22	10	24	3014	21							10	22	10	24	2845	20
Identified disability (PET/IEP)	9	100	9	100	1996	67	9	90	9	90	1986	66							9	90	9	90	1925	68
LEP	4	44	4	44	175	6	5	50	5	50	189	6							5	50	5	50	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	0	0	766	26	0	0	0	0	801	27							0	0	0	0	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	2	4	2	5	64	0	1	2	1	2	61	0							1	2	1	2	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Madawaska School Department
School:	Madawaska Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	2	4	2	4	721	5
	2006-2007	0	0	0	0	702	5
	2007-2008	5	11	5	13	659	5
	Cum. Total*	7	5	7	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	24	46	24	46	7571	53
	2006-2007	33	69	30	70	7730	55
	2007-2008	23	52	19	49	8195	58
	Cum. Total*	80	56	73	54	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	20	38	20	38	4343	30
	2006-2007	13	27	12	28	4182	30
	2007-2008	13	30	12	31	3800	27
	Cum. Total*	46	32	44	33	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	6	12	6	12	1628	11
	2006-2007	2	4	1	2	1419	10
	2007-2008	3	7	3	8	1362	10
	Cum. Total*	11	8	10	7	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.6	63.8	30.4	63.3	29.2	60.8
Literary Text	24	50	15.6	65.0	15.5	64.6	15.0	62.5
Informational Text	24	50	15.0	62.5	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Madawaska School Department
 School: Madawaska Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	44	5	11	23	52	13	30	3	7	547	39	13	49	31	8	547	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	41	5	12	23	56	11	27	2	5	548	36	14	53	28	6	548	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	6	60	3	30	533	10	0	10	60	30	533	2392	0	26	42	31	536
No	34	5	15	22	65	7	21	0	0	551	29	17	62	21	0	552	11624	6	65	24	5	547
Current LEP																						
Yes	5	0	0	0	0	4	80	1	20	533	5	0	0	80	20	533	319	1	36	34	29	537
No	39	5	13	23	59	9	23	2	5	549	34	15	56	24	6	549	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	15	0	0	7	47	7	47	1	7	544	12	0	42	50	8	543	5454	2	48	35	15	541
No	29	5	17	16	55	6	21	2	7	549	27	19	52	22	7	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	44	5	11	23	52	13	30	3	7	547	39	13	49	31	8	547	14011	5	58	27	10	545
Gender																						
Female	17	4	24	10	59	2	12	1	6	552	15	27	53	13	7	552	6766	7	62	24	8	546
Male	27	1	4	13	48	11	41	2	7	544	24	4	46	42	8	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	4	31	9	69	0	0	540	11	0	18	82	0	539	1751	1	35	44	21	538
No	31	5	16	19	61	4	13	3	10	550	28	18	61	11	11	550	12265	5	62	25	8	546
Gifted/talented program																						
Yes	4										4						464	27	71	2	1	557
No	40	2	5	22	55	13	33	3	8	545	35	6	51	34	9	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Madawaska School Department
 School: Madawaska Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	50	1	50	535	5	0	0	50	50	535	5	2	42	34	22	540
B. less than one hour	82	5	14	21	58	8	22	2	6	549	82	16	53	25	6	549	66	5	60	27	9	545
C. one to two hours	11	0	0	1	20	4	80	0	0	541	10	0	25	75	0	542	26	5	61	26	8	546
D. more than two hours	2	0	0	1	100	0	0	0	0	546	3	0	100	0	0	546	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	1	10	6	60	3	30	0	0	548	23	11	56	33	0	548	31	7	63	23	7	547
B. They match some of what I have learned.	68	4	13	17	57	8	27	1	3	550	67	15	54	27	4	550	55	4	61	27	8	545
C. They match just a little of what I have learned.	9	0	0	0	0	2	50	2	50	528	10	0	0	50	50	528	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	3	23	7	54	0	0	3	23	552	33	23	54	0	23	552	30	10	68	16	6	549
B. good	61	2	7	13	48	12	44	0	0	545	62	8	46	46	0	545	53	3	59	29	9	544
C. fair	9	0	0	3	75	1	25	0	0	546	5	0	50	50	0	543	15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	12	0	0	2	40	2	40	1	20	539	13	0	40	40	20	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	79	4	12	17	50	11	32	2	6	548	76	14	45	34	7	547	67	5	62	26	7	546
C. easier than my regular schoolwork	9	1	25	3	75	0	0	0	0	552	11	25	75	0	0	552	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	16	0	0	2	29	5	71	0	0	540	18	0	29	71	0	540	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	50	2	9	10	45	8	36	2	9	545	46	11	39	39	11	545	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	34	3	20	11	73	0	0	1	7	553	36	21	71	0	7	554	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	20	1	11	7	78	1	11	0	0	555	21	13	75	13	0	556	18	8	64	20	8	547
B. 20 minutes to an hour	39	2	12	7	41	7	41	1	6	545	36	14	36	43	7	545	56	5	62	25	7	546
C. less than 20 minutes	27	2	17	5	42	3	25	2	17	545	28	18	36	27	18	545	12	2	50	32	15	542
D. I rarely read at home.	14	0	0	4	67	2	33	0	0	545	15	0	67	33	0	545	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	45	3	16	9	47	6	32	1	5	547	51	16	47	32	5	547	26	3	51	32	14	542
B. six to ten pages	31	0	0	8	62	4	31	1	8	545	24	0	56	33	11	544	28	3	59	28	9	544
C. eleven or more pages	24	2	20	6	60	1	10	1	10	552	24	22	56	11	11	552	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Madawaska School Department
School: Madawaska Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	2	4	2	4	1415	10
	2006-2007	4	8	4	9	1711	12
	2007-2008	4	9	4	10	1617	12
	Cum. Total*	10	7	10	7	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	22	42	22	42	6503	45
	2006-2007	28	58	26	60	6778	48
	2007-2008	26	58	22	55	7284	52
	Cum. Total*	76	52	70	52	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	17	33	17	33	3945	28
	2006-2007	14	29	12	28	3884	28
	2007-2008	8	18	7	18	3341	24
	Cum. Total*	39	27	36	27	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	11	21	11	21	2434	17
	2006-2007	2	4	1	2	1683	12
	2007-2008	7	16	7	18	1778	13
	Cum. Total*	20	14	19	14	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.6	57.3	8.6	57.3	9.0	60.0
Cluster 2: Shape and Size	14	29	8.1	57.9	8.1	57.9	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.7	34.0	1.7	34.0	2.2	44.0
Cluster 4: Patterns	14	29	8.5	60.7	8.3	59.3	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Madawaska School Department
 School: Madawaska Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	4	9	26	58	8	18	7	16	545	40	10	55	18	18	544	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	42	4	10	25	60	8	19	5	12	546	37	11	57	19	14	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	4	40	5	50	524	10	0	10	40	50	524	2390	2	29	34	35	534
No	35	4	11	25	71	4	11	2	6	551	30	13	70	10	7	551	11630	13	57	22	8	548
Current LEP																						
Yes	6	0	0	2	33	2	33	2	33	533	6	0	33	33	33	533	330	4	36	27	33	536
No	39	4	10	24	62	6	15	5	13	547	34	12	59	15	15	546	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	15	2	13	7	47	4	27	2	13	547	12	17	42	25	17	547	5461	5	46	30	19	541
No	30	2	7	19	63	4	13	5	17	544	28	7	61	14	18	543	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	45	4	9	26	58	8	18	7	16	545	40	10	55	18	18	544	14015	12	52	24	13	546
Gender																						
Female	17	2	12	11	65	2	12	2	12	548	15	13	60	13	13	547	6767	11	51	24	13	546
Male	28	2	7	15	54	6	21	5	18	543	25	8	52	20	20	543	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	4	31	6	46	3	23	537	11	0	27	45	27	535	1755	1	37	39	23	538
No	32	4	13	22	69	2	6	4	13	548	29	14	66	7	14	548	12265	13	54	22	11	547
Gifted/talented program																						
Yes	4										4						464	58	40	2	0	564
No	41	2	5	24	59	8	20	7	17	543	36	6	56	19	19	542	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Madawaska School Department
 School: Madawaska Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	50	1	50	525	5	0	0	50	50	525	5	6	39	29	25	539
B. less than one hour	82	4	11	23	62	6	16	4	11	547	83	12	61	15	12	547	66	12	52	24	12	546
C. one to two hours	11	0	0	2	40	1	20	2	40	535	10	0	25	25	50	532	26	12	55	23	11	547
D. more than two hours	2	0	0	1	100	0	0	0	0	544	3	0	100	0	0	544	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	2	13	9	56	3	19	2	13	547	40	13	56	19	13	547	38	16	56	19	8	549
B. They match some of what I have learned.	51	1	4	13	57	4	17	5	22	541	50	5	50	20	25	540	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	1	17	4	67	1	17	0	0	555	10	25	75	0	0	558	10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	2	18	6	55	1	9	2	18	549	25	20	50	10	20	549	31	24	54	14	8	552
B. good	44	2	10	11	55	5	25	2	10	547	48	11	58	21	11	547	47	8	55	25	12	545
C. fair	27	0	0	7	58	2	17	3	25	537	25	0	50	20	30	534	19	2	43	35	20	539
D. poor	4	0	0	2	100	0	0	0	0	552	3	0	100	0	0	548	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	1	13	4	50	1	13	2	25	544	18	14	43	14	29	542	18	5	42	30	22	540
B. about the same as my regular schoolwork	67	2	7	19	63	6	20	3	10	545	65	8	62	19	12	545	66	11	55	23	11	547
C. easier than my regular schoolwork	16	1	14	3	43	1	14	2	29	543	18	14	43	14	29	543	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	20	0	0	7	78	2	22	0	0	548	18	0	71	29	0	546	21	10	48	26	16	544
B. two or three days a week	44	3	15	10	50	3	15	4	20	544	48	16	47	16	21	543	36	13	54	23	10	547
C. two or three times each month	22	0	0	7	70	1	10	2	20	545	23	0	67	11	22	545	27	12	54	23	11	547
D. never or almost never	13	1	17	2	33	2	33	1	17	544	13	20	40	20	20	545	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	100	0	0	0	0	544	3	0	100	0	0	544	7	12	44	25	19	543
B. two or three days a week	16	0	0	6	86	0	0	1	14	549	15	0	83	0	17	548	30	13	53	23	11	547
C. two or three times each month	47	2	10	9	43	7	33	3	14	540	45	11	39	33	17	540	34	12	54	23	10	547
D. never or almost never	36	2	13	10	63	1	6	3	19	549	38	13	60	7	20	549	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	3	100	0	0	0	0	555	8	0	100	0	0	555	7	7	40	25	28	539
B. 30–45 minutes	49	2	9	11	50	5	23	4	18	543	45	11	44	22	22	542	31	7	49	29	15	543
C. 45–60 minutes	42	2	11	11	58	3	16	3	16	545	48	11	58	16	16	545	40	12	55	23	10	547
D. more than 60 minutes	2	0	0	1	100	0	0	0	0	556	0						23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Madawaska School Department
School:	Madawaska Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 1	0 2	0 1	0 3	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	36 27	75 60	32 23	74 58	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	12 15	25 33	11 14	26 35	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 2	0 4	0 2	0 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.7	58.5	11.8	59.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.1	50.8	6.2	51.7	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.6	70.0	5.6	70.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Madawaska School Department
 School: Madawaska Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	1	2	27	60	15	33	2	4	541	40	3	58	35	5	541	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	42	1	2	26	62	14	33	1	2	542	37	3	59	35	3	542	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	7	70	2	20	532	10	0	10	70	20	532	2372	0	12	72	16	529
No	35	1	3	26	74	8	23	0	0	544	30	3	73	23	0	544	11600	0	50	48	1	539
Current LEP																						
Yes	6	0	0	0	0	6	100	0	0	536	6	0	0	100	0	536	319	0	30	58	12	533
No	39	1	3	27	69	9	23	2	5	542	34	3	68	24	6	542	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	15	0	0	8	53	7	47	0	0	540	12	0	50	50	0	540	5435	0	32	61	7	535
No	30	1	3	19	63	8	27	2	7	542	28	4	61	29	7	542	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	45	1	2	27	60	15	33	2	4	541	40	3	58	35	5	541	13967	0	43	52	4	538
Gender																						
Female	17	1	6	10	59	5	29	1	6	542	15	7	53	33	7	542	6750	1	55	43	2	540
Male	28	0	0	17	61	10	36	1	4	541	25	0	60	36	4	541	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	6	46	7	54	0	0	539	11	0	36	64	0	539	1745	0	26	69	5	534
No	32	1	3	21	66	8	25	2	6	542	29	3	66	24	7	542	12227	0	46	50	4	538
Gifted/talented program																						
Yes	4										4						464	2	74	23	0	545
No	41	0	0	24	59	15	37	2	5	540	36	0	56	39	6	540	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Madawaska School Department
 School: Madawaska Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	540	5	0	50	50	0	540	5	0	29	57	14	533
B. less than one hour	82	1	3	23	62	11	30	2	5	542	83	3	58	33	6	542	66	0	44	52	3	538
C. one to two hours	11	0	0	3	60	2	40	0	0	540	10	0	75	25	0	542	26	0	45	52	3	538
D. more than two hours	2	0	0	0	0	1	100	0	0	528	3	0	0	100	0	528	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	24	1	9	7	64	1	9	2	18	542	28	9	64	9	18	542	25	1	54	42	3	540
B. good	44	0	0	11	55	9	45	0	0	541	43	0	47	53	0	541	50	0	46	51	3	538
C. fair	31	0	0	9	64	5	36	0	0	540	30	0	67	33	0	541	22	0	29	65	6	535
D. poor	0										0						3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	9	0	0	3	75	1	25	0	0	542	10	0	75	25	0	542	14	0	33	56	10	535
B. about that same as my regular schoolwork	73	1	3	20	61	11	33	1	3	542	73	3	55	38	3	542	65	0	45	52	3	538
C. easier than my regular schoolwork	18	0	0	4	50	3	38	1	13	539	18	0	57	29	14	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											